

**APLINGTON-PARKERSBURG
COMMUNITY SCHOOL**

DISTRICT DEVELOPED

SERVICE DELIVERY PLAN

August 2014

Process Used to Develop the Delivery System for Eligible Individuals?

The district developed service delivery plan was developed in accordance with the Iowa Administrative Code Rule 41.408(2)“C”.

Before initiating the development of the plan, the Aplington-Parkersburg Board of Education approved such action and the LEA personnel and parents who would participate in the development of the plan.

The group of individuals who developed the plan includes parents of eligible individuals, special education teachers, general education teachers, administrators and AEA 267 administrators.

District Developed Service Delivery Plan Development Group

Elementary Principal: Amy May

Middle School Principal: Brian Buseman

High School Principal: Aaron Thomas

Elementary At-Risk Coordinator: Jon Wiegmann

Elementary Special Education Teacher: Connie Simon

Elementary Special Education Teacher: Celia Harken

Elementary Special Education Teacher: Fayeth Walton

Elementary Special Education Teacher: Emily Williamson

Middle School Special Education Teacher: Jennifer Wolff

Middle School Special Education Teacher: Heidi Buseman

High School General Education Teacher: Paula Buchholz

High School General Education Teacher: Nina Schmitz

High School Special Education Teacher: Brian Benning

High School Special Education Teacher: Celia Harken

High School Special Education Teacher: Angie Schrage

Parent: Kerri Mohlwinkle

Parent: Sue Sivola

AEA 267 Team Representative: Karla Knutsen

AEA 267 Team Representative: Mary Hanneman

AEA 267 Early Childhood Team Representative: Dawn Krueger

AEA 267 Special Education Coordinator: Judy Moser

How will service be organized and provided to eligible individuals?

EARLY CHILDHOOD

Regular Early Childhood Program Monitored by a Licensed Early Childhood Special Education Staff:

Services are defined as occurring in the general education classroom. The classroom teacher holds a license for pre-kindergarten. The general education teacher is responsible for classroom instruction and implementation of adaptations and accommodations as specified in the IEP. The licensed Early Childhood Special Education staff is responsible for monitoring the implementation of services described in each IEP and monitoring student progress relative to goals in the IEP.

Early Childhood Special Education (ECSE) Services:

Services for the early childhood special education program are defined as direct specially designed instruction provided to students with disabilities by a licensed early childhood special education teacher. The curriculum is tied to the general education curriculum, but is modified to meet the needs of the students. A licensed Early Childhood Special Education Teacher provides classroom instruction, is responsible for monitoring the implementation of services described in each IEP, and monitors student progress relative to goals in the IEP.

ECSE Collaborative Services:

Collaborative services are defined as specially designed instruction planned by a certified special education teacher and provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher or a paraeducator.

K-12

Collaborative Services:

Collaborative services are defined as a general education teacher and a special education teacher work together to design appropriate instruction for students served through an IEP. The special education teacher will use collaborative services within the general education curriculum so that special education students have access to the mainstream setting. Appropriate adjustments to the curriculum will be made through the general education and special education teachers collaborating on necessary instruction for the student being served.

General Education with Consultation/Accommodations:

A student may be served within a general education classroom with consultation and support given from the special education teacher. The general education teacher would be responsible for direct instruction, testing, grading and behavioral management as specified by the IEP. The special education teacher will support the general education teacher through extra assistance with designing and preparing appropriate materials, adapting instruction, and designing appropriate accommodations for the student within the general education environment. The special education teacher will be responsible for monitoring the student's progress on the IEP and communicating the services of the IEP to the general education teacher.

Co-teaching Services:

Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and without disabilities. These services are provided by the special education teacher and the general education teacher in partnership to meet the needs of each student in the general education classroom. These services can take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. Teachers co-plan and then one teacher teaches while the other teacher assists or observes the classroom. The effectiveness of services provided through co-teaching have a strong research base.

Individual/Small Group Pull-out:

Pull-out instruction is defined as specially designed instruction provided to an individual or small group of students by a certified special education teacher in a special education setting. Pull-out instruction can either be supplemental to the instruction the student(s) receive in the general education classroom or it can be their total program in a given subject area (i.e. a student could receive total reading instruction by individual/small group pull-out).

Supplemental Instruction:

Supplemental instruction is defined as specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher in a special education setting. These services are designed to supplement instruction provided in the general education classroom through the previously described consulting teacher model, co-teaching model and collaborative model of service delivery. Supplemental services include direct instruction in goal areas, working on specific assignments given in the general education setting that would include areas of learning deficits, and providing a smaller and quieter learning environment with fewer distractions for students to complete general education tests and assignments. Supplemental instruction provided in a pull-out setting does **not** supplant the instruction provided in the general education classroom.

Reverse Consultation Services: Reverse consultation services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a special education setting to aid the student(s) in accessing the general education content area instruction. A general education teacher licensed in the core content area collaborates with a special education teacher to jointly plan lessons and instructional strategies. The general education teacher supervises the curriculum and is responsible for assigning student grades. The special education teacher is responsible for providing direct instruction. Both teachers are responsible for on-going progress monitoring and formative assessment. Reverse consultation is a model of service delivery used only with a small number of students who exhibit significant cognitive or behavioral skill deficits, yet are expected to achieve district standards rather than alternative standards. Documentation of regular and frequent consultation, joint planning and assessment of student progress is required.

Special Class Services: Special class services are defined as direct specially designed instruction provided to an individual student with disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Notes:

- Students may receive different services at multiple points along the continuum based on their IEP.
- The district will provide access to this continuum for all eligible individuals based on their IEP.
- Services may be provided within the district or through contractual agreement with other districts and/or agencies, including Area Education Agency 267.
- The continuum includes services for eligible individuals ages 3-21.

How will caseloads of special education teachers be determined and regularly monitored?

Program structure - Placement of the student with special education will be determined by the IEP team as to, but not limited to, the following criteria:

- needs of the student – academic, behavior, social; behavior plans, extended year services, alternate assessment
- time needed to work on the IEP goals and objectives, both with the student and in planning and preparation
- time needed for paperwork (charting, reporting out, documenting behaviors, etc.)
- time for collaboration with other teachers and agencies
- least restrictive environment
- caseloads of the teachers
- range of need will be considered when grouping
- grade level of the students
- schedules
- room structure, size, and environment
- number of paraeducators and the expertise and training needed
- the potential of new students (especially at the lower elementary level)

Caseload Review: The caseloads of the special education teachers will be reviewed based on the number of students served and the level of services provided to students, or by teacher request.

1. The review committee will be composed of the AEA special education administrator, building principal, and special education teachers, a general classroom teacher, and AEA team representative. The superintendent will be consulted as needed.
2. Caseloads will be monitored 3 times a year (at beginning-of-the-year; mid-year; and end-of-the-year conferences) by the AEA special education administrator.
3. The committee will meet as a whole group at the request of any committee member throughout the school year or summer. The request needs to be in writing to the AEA special education administrator and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
4. The AEA special education administrator sets up caseload review meetings
5. They will consider the following issues:
 - A review of the current number of students and their needs
 - Size of the room
 - Needs of students being referred
 - Supports available (paraeducator, etc)
 - Scheduling/time/time for collaboration
 - Determination of current program needs
 - Discussion of projected future program needs
6. Record of all meetings will be kept by the AEA special education administrator on the following form.
7. Caseload review meetings will consider the following:
 - a. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time;
 - b. Can all services identified in the IEP be provided as specified?
 - c. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?

- d. Would the addition of caseload responsibilities create the need for additional support or assistance?
 - e. What action is required that will ensure all students' IEPs are able to be fully implemented?
6. Possible solutions that the caseload review committee may consider, but are not limited to, are:
 - additional program options
 - additional programs
 - scheduling changes
 - additional paraeducator help
 - additional teaching staff
7. The committee recommendations which include relevant information generated about the teachers' caseload concerns will be forwarded to the Superintendent and AEA 267 Assistant Director of Special Education-Instruction within five (5) school days. The Superintendent and AEA 267 Assistant Director of Special Education-Instruction will jointly act upon this within ten (10) school days and report back to the committee via the AEA special education administrator.
8. If a teacher and/or the committee want to further review the caseload situation, a meeting with the district Superintendent and AEA 267 Assistant Director of Special Education-Instruction will be set up involving the review committee, which is composed of the AEA special education administrator, building principal, the special education teacher, and the AEA 267 team representative. A general classroom teacher may be added at the discretion of the building review committee. The Aplington-Parkersburg Community School Board will be consulted as needed.
9. If the teacher requesting review does not agree with the written determination made by the district superintendent and AEA 267 Assistant Director of Special Education-Instruction, the teacher may appeal to the AEA 267 Area Director of Special Education.
10. The AEA 267 Area Director of Special Education will meet with personnel involved and render a written decision

Caseload Review Meeting

Date:

Present:

Committee Member Requested: _____ (name)

Requested date: _____ (meeting must be held within 10 days of request)

Purpose: To review:

- A review of the current number of students and their needs
- Needs of students being referred
- Supports available (associates, etc)
- Scheduling/time/ time for collaboration
- Determination of current program needs
- Discussion of projected future program needs
- Size of the room

Agenda:

1. A review of the current number and needs of students, needs of students being referred, supports available, and schedules/time.
2. Can all services identified in the IEP be provided as specified?
3. What circumstances (number of students, schedules, or student needs) prevent each student from receiving educational benefit?
4. Would the addition of caseload responsibilities create the need for additional support or assistance?
5. What action is required that will ensure all students' IEPs are able to be fully implemented? (Possible solutions that the caseload review committee may consider, but are not limited to, are: additional program options, additional programs, scheduling changes, additional paraeducator help, additional teaching staff)

The committee written recommendations sent to the Superintendent within 5 school days. The Superintendent has 10 school days to get back to ALL team members in writing the decision.

What procedures will a special education teacher use to resolve caseload concerns?

Caseload Review Meetings, at the request of any committee member or at regularly scheduled meeting

1. The Caseload Review committee will meet at the request of any committee member throughout the school year or summer. The request needs to be in writing to the AEA special education administrator and copies distributed to the other committee members. This meeting will take place within ten (10) school days of the request.
2. The caseload review steps (steps 1-10) outlined in question #3 will be followed.

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

At least once per year, district administrators will examine their special education district profile to review the district's data relative to progress indicators outlined in our state performance plan (SPP) for special education. District administrators will also examine the district's annual progress report each year to review achievement data as it pertains to students with IEPs in the district. These data will be used to determine priorities and develop an action plan for special education instructional services when necessary.

If the district meets or exceeds APR goals and target goals outlined in our state performance plan for special education, the delivery system will be considered effective.

If the district does not meet APR goals or SPP target goals, district staff will work in collaboration with AEA 267 staff to develop an action plan designed to promote progress toward these goals.

**District Developed Special Education Service Delivery Plan
Aplington-Parkersburg Community School District
Public Comment Draft**

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to: Superintendent, Jon Thompson

Comments must be received by (date): October 10, 2014

Plan

What was the process used to develop the delivery system for eligible individuals?

How will services be organized and provided to eligible individuals?

How will caseloads of special education teachers be determined and regularly monitored?

What procedures will a special education teacher use to resolve caseload concerns?

How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Assurances

X The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:

- (1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
- (2) The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
- (3) The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
- (4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.

X The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

X The district assures prior to the school board adoption, this delivery system was available for comment by the general public.

X The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).

X The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

X The district assures the school board has approved the service delivery plan for implementation.

District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	If not compliant, AEA Special Education Director comment
<input type="checkbox"/>	Development of District Developed Service Delivery Plan approved by school board	
<input type="checkbox"/>	Individuals on committee approved by district school board	
<input type="checkbox"/>	AEA represented by Director appointee	
<input type="checkbox"/>	Description of special education instructional services include full continuum	
<input type="checkbox"/>	Caseload descriptions includes <ul style="list-style-type: none"> • A definition of teacher caseload (e.g., number of students, number of points, etc) • Who will monitor caseloads • How often caseloads will be monitored 	
<input type="checkbox"/>	Description of procedures for resolving caseload concerns	
<input type="checkbox"/>	Description of how the district will address: <ul style="list-style-type: none"> • SPP/APR targets • LEA determinations assigned by the state • Plan evaluation and effectiveness 	
<input type="checkbox"/>	Plan submitted to the AEA Special Education Director	

AEA Special Education Director Signature

Date

Information below the line for district use only

<input type="checkbox"/>	Final approval by district school board
<input type="checkbox"/>	Plan inserted into Comprehensive School Improvement Plan